

Closing The Gap Action Plan  
Charles Hill  
7<sup>th</sup> Grade Counselor  
Clayton Middle School

### Test Taking Skills for Special Education Students

My goal was to give Special Education Students additional exposure to Test Taking Skills before they were to take the CRT tests. Lesson material was prepared and delivered in Special Education Language Arts classes. The focus was on Multiple Choice format tests. Reading directions effectively, how to evaluate an answer, checking work, time allocation, intelligent guessing were the topics that were covered. Results pending on outcome of CRT test results.

Guidance Activities Action Plan (Large Group) Abstract for Clayton Middle School  
Prepared by Mark Catmull

Goal: To increase the number of passing rate of the required high school course of  
"Computer Technology"

Action: Last year all 7<sup>th</sup> grade students where tested using the program "Micro Type 3".  
The 124 students who did not pass the test with a score of 25 words a minute or more,  
where placed in Clayton's keyboarding class for 8<sup>th</sup> grade.

Result: The names of 48 students will be forwarded to Highland and East high schools  
with the recommendation that they be place in a keyboarding class prior to being placed  
in Computer Technology.

# Utah CCGP—Guidance Activities Action Plan (Large Group) 2006-2007\*

Develop this plan at the beginning of the school year.

School: Clayton Middle District: Salt Lake City

Target Group: (whole school, entire class, grade level) 8<sup>th</sup> Grade

Target Group selection is based upon the following data/information/school improvement goals: Improve student's keyboarding skills

Guidance Lesson Content	Identify the Utah CCGP Student Outcome or the Desired Result for Student Learning	Curriculum and Materials	Project Start/Projected End Date	Projected Number of Students Impacted	Lesson Will Be Presented in Which Class or Subject?	Evaluation Methods How will the results be measured (E.g. pre/post tests, number of students retained, scores on tests, number of incidents reported, etc)
Student Skills	Students will improve their keyboarding skills to at least 25 words per minute, with no more than 3 errors.	MicroType 3 keyboarding class	May 2006 through May 2007	256	Students not typing at 25 words a minute have been placed in a keyboarding class.	Keyboarding Teacher will test.

R. J. [Signature]  
Principal's Signature

5-14-07  
Date

10-17-06  
Date of Staff Presentation

[Signature]  
Prepared By

\*Adapted from the ASCA National Model: A Framework for School Counseling Programs

# Utah CCGP—Guidance Activities Results Report (Large Group) 2006-2007\*

Submit the Large Group "Guidance Activities" report electronically to [tom.sachse@schools.utah.gov](mailto:tom.sachse@schools.utah.gov) by June 15, 2007.

Be sure to include all information required below, actual numbers of participants, any data, examples, and documentation that support the conclusion, date of staff presentation, preparer's name, and an abstract of the study.

School: Clayton Middle

District: Salt Lake

Counselor	Target Group	Curriculum and Materials Used	Start Date/End Date	Process Data Number of Students Affected**	Perception Data Pre and post test, competency attainment or student data**	Results Data Changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications What does the c tell you? What c the student do v this now?
Mark Cutmull	8 <sup>th</sup> Grade	Micro Type 3 Keyboarding Class	Pre-Test Given May 2006. Keyboarding class is a taught semester long course.	124 students placed in keyboarding based upon test results	Micro Type 3 was used as both pre and post tests	Of the 124 students placed in keyboarding, 48 of them still are not typing 25 words a minute or better.	Names of students not typing 25 words a minute will be sent to the student's High School with a recommendation that the student take a keyboarding class prior to taking Computer Tech.

R. J. Marrow  
Principal's Signature

5.14.07  
Date

\*Adapted from the ASCA National Model: A Framework for School Counseling Programs

Closing The Gap Action Plan  
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7<sup>th</sup> Grade Counselor  
Clayton Middle School

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# Utah CCGP—Closing the Gap Action Plan (Small Group) 2006-2007\*

Develop this plan at the beginning of the school.

School: Clayton Middle School District: Salt Lake

Target Group: Sp. Ed. students

Target Group selection is based on the following data/information/school improvement goal: \_\_\_\_\_

Improve Students Test Taking Skills.

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Intervention(s)	Resources/Staff Development Needed	Evaluation Method How will you measure results? (E.g. "From sample classrooms of tenth graders. . .")	Start Date/ End Date	Projected # Students Impacted
Students to be aware of strategies to use in test taking situations.	Curriculum & Instruction	Lesson taught in Language Arts classes in Sp. Ed.	7 <sup>th</sup> gr. Counselor	Pre-post test	April-07 April-07	35

R. W. Mann  
Principal's Signature

5.14.07  
Date

10.17.06  
Date of Staff Presentation

Charles Hill  
Prepared By

# Utah CCGP—Closing the Gap Results Report (Small Group) 2006-2007\*

Submit the Small Group "Closing the Gap" report electronically to [tom.sachse@schools.utah.gov](mailto:tom.sachse@schools.utah.gov) by June 15, 2007.

Be sure to include all information required below, actual numbers of participants, any data, examples, and documentation that support the conclusion, date of staff presentation, preparer's name, and an abstract of the study.

School: Clayton Middle School District: Salt Lake

Counselor	Target Group	Curriculum and Materials	Start Date/End Date	Process Data Number of Students Affected	Perception Data Pre and post test competency attainment or student data	Results Data Changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data	Implications What does the data tell you? What can the student do with this now?
7 <sup>th</sup> Gr. Counselor	Sp. Ed. 7 <sup>th</sup> & 8 <sup>th</sup> Grade students from Language Arts classes	Internet Resources	April-07 April-07	35	Oral questioning of students prior to lesson. Solicit feedback & points of learning at end.	Pre/post data determined at time of lesson. Students understood strategies that may help to improve their scores on tests.	Utilize test taking strategies

R. M. Munn  
Principal's Signature

5.14.07  
Date

\*Adapted from the ASCA National Model: A Framework for School Counseling Program

### **CCGP Data Project Report-Guidance Activity, Hillside Middle School, 2006-7**

The purpose of our guidance activity was to incorporate a school-wide approach to individual SEOP's in which all teaching faculty became familiar with the SEOP process, including Utah Mentor services, goal-setting activities, and the interpretation of various TLC career development assessments. The intent was to broaden staff and parental involvement with the SEOP process and educate the entire 7<sup>th</sup> grade about educational and occupational opportunities. Faculty advisors delivered SEOP curriculum in their advisory classes and led the individual SEOP conferences in 20-minute appointments. Evaluations revealed that, while some teachers enjoyed the experience, several felt unqualified to take full responsibility for the SEOP meetings. The SEOP data that we collected showed that nearly 48% of parents attended the evening meetings, compared with 10% last year when SEOP's were held during the school day with TLC teachers and counselors acting as advisors. Our findings indicate that we reached our goal of greater involvement, but the majority of faculty input demonstrated that this was not a satisfactory format. We will likely return to our previous method of counselors being primarily responsible for the SEOP process.



# Utah CCGP—Guidance Activities Action Plan (Large Group) 2006-2007\*

Develop this plan at the beginning of the school year.

School: Hillside Middle School\_\_\_\_\_ District: \_\_Salt Lake City\_\_\_\_\_

Target Group: (whole school, entire class, grade level) \_\_\_\_\_7<sup>th</sup> grade\_\_\_\_\_

Target Group selection is based upon the following data/information/school improvement goals: \_\_\_\_\_To broaden faculty and parental involvement with the SEOP process and educate the entire grade level about educational and occupational opportunities.

Guidance Lesson Content	Identify the Utah CCGP Student Outcome or the Desired Result for Student Learning	Curriculum and Materials	Project Start/ Projected End Date	Projected Number of Students Impacted	Lesson Will Be Presented in Which Class or Subject?	Evaluation Methods How will the results be measured? (E.g. pre/post tests, number of students retained, scores on tests, number of incidents reported, etc.)
Faculty advisors delivered SEOP curriculum (goal-setting, occupational planning) in their advisory classes prior to after-school individual SEOP conferences. Counselors delivered Utah Mentor curriculum (College searches, financial planning) during advisory classes in the weeks prior to the SEOP night.	Impact all students as to the importance of career decision making and planning for life after high school; encourage and assist each student in developing a SEP or a SEOP; involve the school (students and staff), the home (entire family), and the community (neighborhood and work force) in implementing a CCGP.	TLC curriculum (including personality intelligence, and interest assessment results), SEOP training materials for teachers, Utah mentor website and lesson plan.	September 11- November 16, 2006.	300	Advisory, TLC, and after school.	Teacher survey and number of parents and students attending evening SEOP's.

\_\_\_\_Jane Larson\_\_\_\_\_  
Principal's Signature

\_\_\_\_5/1/2007\_\_\_\_\_  
Date

\_\_\_\_2/27/07\_\_\_\_\_  
Date of Staff Presentation

\_\_\_\_Wendy St. James\_\_\_\_\_  
Prepared By

# Utah CCGP—Guidance Activities Results Report (Large Group) 2006-2007\*

Submit the Large Group "Guidance Activities" report electronically to [tom.sachse@schools.utah.gov](mailto:tom.sachse@schools.utah.gov) by June 15, 2007.

Be sure to include all information required below, actual numbers of participants, any data, examples, and documentation that support the conclusion, date of staff presentation, preparer's name, and an abstract of the study.

School: \_\_\_\_\_Hillside Middle School\_\_\_\_\_ District: \_\_\_\_\_Salt Lake City\_\_\_\_\_

Counselor	Target Group	Curriculum and Materials Used	Start Date/End Date	Process Data Number of Students Affected**	Perception Data Pre and post test, competency attainment or student data**	Results Data Changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications What does the data tell you? What can the student do with this now?
Wendy St. James  Marcy Arellano-Brown	7 <sup>th</sup> grade students	TLC curriculum (including personality intelligence, and interest assessment results), SEOP training materials for teachers, Utah mentor website and lesson plan.	September 11- November 16, 2006.	300	Evaluations from teacher surveys revealed that, while some teachers enjoyed the experience, several felt unqualified to take full responsibility for the SEOP meetings.	The SEOP data that we collected showed that nearly 48% of parents attended the evening meetings, compared with 10% last year when SEOP's were held during the school day with TLC teachers and counselors acting as advisors. All students who did not attend the evening meeting attended an individual conference with their counselor.	This data revealed that, although this process was valuable to teachers, students, and parents in terms of being involved with the SEOP process, teachers did not feel that students learned all that they could have had a counselor or TLC teacher delivered the curriculum. In the future, we will revisit how to include all educators in helping students identify their academic and occupational goals while still having counselors primarily responsible for the dissemination of the curriculum and materials.

\_\_\_\_Jane Larson\_\_\_\_\_  
Principal's Signature

\_\_\_\_May 1, 2007\_\_\_\_\_  
Date

\*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*